SISTER NIVEDITA UNIVERSITY

EXPLORING PARENT-CHILD RELATIONSHIP, LOCUS OF CONTROL, AND JOB SATISFACTION: A COMPARATIVE STUDY BETWEEN WORKING FATHERS AND WORKING MOTHERS

THE DISSERTATION IS SUBMITTED TOWARDS PARTIAL FULFILLMENT IN QUEST OF THE DEGREE IN

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PLAGIARISM DECLARATION

I, PURBITA BISWAS, hereby declare that the research titled "Exploring parent-child relationship, locus of control, and job satisfaction: A comparative study between working fathers and working mothers" conducted by me has been completed with full honesty and integrity. I confirm that the work is original, and all sources of information have been appropriately acknowledged and cited.

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CERTIFICATE

This is to certify that the dissertation entitled "Exploring parent-child relationship, locus of control, and job satisfaction: A comparative study between working fathers and working mothers", submitted by Purbita Biswas, a 2nd year M.Sc. student in Clinical Psychology, Sister Nivedita University is a bonafide work, which may be placed before the board of examiners for their evaluation. This is in partial fulfillment of the Degree of M.Sc. in Clinical Psychology, Sister Nivedita University.

This is an original study done by the candidate and has not been submitted by her before, in any form for any other degree at this University or any other University.

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ABSTRACT:

Research on gender roles in work and home environments is becoming increasingly important. As more women enter the workforce and men become more active in parenting, it's important to consider how factors like job satisfaction and locus of control affect parent-child interactions. Job satisfaction impacts life satisfaction and work-family balance, whereas locus of control affects beliefs of control over one's life. These factors can impact the quality of parent-child interactions. Examining gender disparities can provide insight into how changing roles and expectations impact family and working situations. The study analyzed gender differences in job satisfaction, locus of control, and parent-child relationships among 60(N) middle-aged urban working parents in greater Kolkata with at least one child aged 3–12. Purposive sampling was used to collect data using structured instruments such as the Kuppuswamy Socio-Economic Status Scale, Rotter's Locus of Control Scale, Child-Parent Relationship Scale (CPRS), and Job Satisfaction Survey (JSS). The study found no significant gender differences in total job satisfaction or most of its components, except for operating conditions and coworker relationships, where working fathers reported higher levels of satisfaction. There were no significant gender differences in locus of control or parent-child relationship aspects (closeness and conflict). These findings indicate an overall improvement in gender roles across professional and parental sectors, while also highlighting specific areas where disparities persist, emphasizing the significance of creating more inclusive and supportive workplace environments.

Keywords: Working father, working mother, Job satisfaction, Locus of control, Parent-child relationship.

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CHAPTER 1: INTRODUCTION

INTRODUCTION

A working parent is an individual who balances the two responsibilities of paid employment and parenting duties. This position involves fulfilling parental responsibilities for their children while simultaneously handling professional duties at the office. Working parents can be single or partnered and can be both mothers and fathers who support the family's financial needs while also ensuring their children's physical, emotional, and developmental well-being (Hill et al., 2008). Especially with rises in dual-income households and the increased involvement of women in employment, the idea of a working parent has become more and more relevant in modern society. Often, this function involves balancing several duties, which could cause problems including time limits, work-family conflict, and emotional strain. On the other hand, exhibiting virtues like discipline, responsibility, and independence helps families financially and can help children as well (Perry-Jenkins & Gerstel, 2020). The changing dynamics of family structures and employment have drawn more attention to the roles of working mothers and fathers, both in India and all over the world. Historically, Indian society's standards placed men as breadwinners and women as main caregivers. But a clear change has occurred in recent years as urbanization, education, and economic pressures have all increased. More women are joining the workforce, which is creating dual-income families and changing the traditional parental roles inside Indian households (Desai et al., 2010). Working women in India frequently find themselves under a double stress of family demands and professional duties. Though more people are joining the job field, society's expectations of parenting and caring remain quite ingrained. Women are sometimes expected to give family obligations priority, which can cause stress, role conflict, and restricted professional advancement (Bhargava & Lakshmi, 2020). Conversely, Indian working fathers, who are often seen as financial providers, are progressively getting more engaged in household duties and parenting, even if this change is still developing and differs greatly depending on urban-rural and socioeconomic considerations (Chadda & Deb, 2013).

On the other hand, international settings, especially in Western nations have seen more organized support structures, such as institutional daycare facilities, flexible work arrangements, and parental leave legislation that let both women and fathers more fairly balance their parenting and professional responsibilities. Policies in nations like Sweden, Norway, and Canada actively support gender equality in parenting, employing paid paternity leave and shared child care duties,

hence boosting father participation (O'Brien & Moss, 2010). Although they still struggle, working mothers in these situations may find more institutional assistance and social acceptance of their two responsibilities. Likewise, with rising cultural focus on active parenting and emotional involvement, fathers are more and more regarded as co-parents. The contrast between Indian and international settings not only exposes variations in social norms and policy structures but also emphasizes the different experiences and obstacles experienced by working parents all around. As gender roles continue to evolve, understanding these varied perspectives is crucial for fostering inclusive and supportive family and workplace environments.

JOB SATISFACTION:

Job satisfaction greatly influences a person's output and general well-being. It reflects an employee's fulfillment with their job role, duties, and work environment, which comprises factors such as job security, work-life balance, pay, workplace relationships, career development opportunities, and the intrinsic worth derived from one's work. While dissatisfaction can lead to burnout, tension, and reduced efficiency, high job satisfaction helps to increase motivation, production, and general well-being. A good work environment, appropriate pay, employment security, work-life balance, chances for professional development, meaningful work, and workplace autonomy all have a role in shaping job happiness. The critical period of middle-aged life, which often lasts from the early 40s to the mid-50s, is marked by significant social, professional, and personal transformation. At this stage, many individuals are faced with several competing priorities, including family responsibilities, financial security, and career development. Many people experience professional stagnation, which means their chances for development decline, which causes concerns about their job stability and retirement savings. Both external (such as compensation, job security, and work-life balance) and internal (like autonomy, meaningful work, and a sense of achievement) factors affect middle-aged workers' job satisfaction. Though they may face challenges such as burnout, rising work pressure, career stagnation, and technological adaptation, professionals in this stage seek stability, job satisfaction, and solid workplace relationships. A welcoming business culture, mental health support, chances for skill development, and flexible work hours can all significantly improve workplace happiness and foster professional and personal well-being. Job satisfaction, according to Paul Spector (1997), is correlated with health and well-being factors as well as productivity-related outcomes, including

job performance, organizational citizenship behavior, counterproductive work behavior, and withdrawal (including absence and turnover). Spector (2012) further emphasized that measurement problems, especially the dependence on supervisor evaluations for performance, could help explain the minor correlation between job happiness and job performance. Moreover, studies by Spector (1997) revealed a connection between high job satisfaction and reduced degrees of somatic complaints, sadness, and burnout, hence supporting its importance as a fundamental element of employee well-being.

Motivation-Hygiene Theory:

"Job satisfaction is influenced by motivators such as achievement, recognition, and responsibility, while dissatisfaction stems from hygiene factors like salary, company policies, and work conditions"(Herzberg 1959). Herzberg's **Two-Factor Theory of Job Satisfaction**, also known as the **Motivation-Hygiene Theory**, explains that job satisfaction and dissatisfaction are influenced by two separate sets of factors: **motivators** and **hygiene factors**. According to Herzberg et al. (1959), define motivators as fundamental elements that fulfill an individual's psychological development needs, hence producing job satisfaction. These needs include achievement, acknowledgment, the character of the work itself, responsibility, and chances for personal and professional development. These elements increase motivation and inspire people to do better. Conversely, hygiene components are outside aspects connected to the work environment, including pay, corporate regulations, working conditions, job security, and interpersonal interactions. Although the lack of hygiene elements causes work discontent, their presence stops unhappiness; they do not, however, directly promote job satisfaction or drive. According to Herzberg's study, true job satisfaction comes from meaningful and rewarding work experiences; merely removing unhappiness, for example, by enhancing pay or working conditions, does not guarantee satisfaction. This difference underlines the need for companies to concentrate not only on eliminating negative elements of the workplace but also on improving intrinsic qualities to increase staff happiness and drive (Herzberg, F., Mausner, B., & Snyderman, B. B., 1959). *The Motivation to Work*. John Wiley & Sons.

The Work-Family Conflict Theory:

Work-family conflict has been an important topic in social psychology, with its definition evolving based on different scholarly perspectives. Between the 1960s and early 1980s, the idea was first looked into (Kahn et al., 1964), which led to different findings. In his early study, Renshaw (1976) said that work-family conflict arises when it's hard to balance work and personal responsibilities, which causes stress because roles are changed. This explains why it's so hard to balance duties at work and home (Greenhaus & Beutell, 1985). Most people agree on one definition, which was given by Greenhaus and Beutell in 1985. They said that work-family conflict is a type of role conflict that happens when the demands of work and family are not compatible, making it hard to fulfill both roles at the same time (Greenhaus & Beutell, 1985; Kopelman et al., 1983). People have difficulties balancing their personal and professional duties, as this definition shows.

Impact of Job satisfaction on Working Mothers and Working Fathers in Relation to Work-Family Conflict:

Work-family conflict, as defined by Greenhaus and Beutell (1985), results from the incompatibility of the demands of work and family roles, which impairs people's ability to properly complete both responsibilities. Reflecting a worker's general happiness with their employment, job satisfaction is rather important in determining how working fathers and mothers address this problem. But, depending on different social expectations and role responsibilities, job satisfaction affects men and women differently. For working mothers, their ability to balance career commitments with parenting responsibilities often affects workplace satisfaction. Driven by workplace flexibility, supportive policies, and meaningful employment, higher job satisfaction can lower stress and enhance general well-being. Job expectations can interfere with parental responsibilities, hence, mothers may suffer more work-to-family conflict and more stress, burnout, and lower job satisfaction. The mental stress of balancing both responsibilities can sometimes make job happiness more reliant on things like company support for work-life balance and flexible work options. Job satisfaction for working fathers is closely related to financial security, professional development, and societal expectations of being the primary provider. Although men struggle with work-family conflict as well, they are more prone to experience family-to-work conflict, in which job commitments compromise their domestic responsibilities. High job

satisfaction, stemming from job security and chances for professional development, could help individuals handle family obligations more properly and reduce stress. On the other hand, low job satisfaction together with work-family conflict can cause disengagement, stress, and worse general well-being. How working mothers and fathers manage work-family conflict is greatly influenced by job happiness. Working men could find it difficult to maintain a balance between domestic responsibilities and job responsibilities, while working mothers often find more difficulty because of expectations of care. By encouraging flexible work practices, fair career possibilities, and supportive office cultures, organizations can improve job satisfaction for both and finally reduce work-family pressure and improve general well-being. Particularly, family dynamics and parent-child interactions are much affected by job happiness in many areas of an individual's personal life. Parents who are highly satisfied with their jobs are more likely to show good emotional states, including happiness, patience, and attentiveness, which could promote better relationships with their children (Greenhaus & Powell, 2006). Parents who feel appreciated and accomplished at work are likely to bring that good attitude home, therefore fostering more supportive and caring connections with their children. On the other hand, low job satisfaction could lead to higher stress, irritation, and emotional exhaustion, all of which could harm the quality of parenting. Studies show that unhappy workers frequently suffer work-family conflict, which could result in less parental participation, less emotional availability, and perhaps more difficult communication with their children (Voydanoff, 2005). These results could affect a child's psychological well-being and development, as children could view their parents as less supportive or emotionally distant. Furthermore, the spillover theory strengthens this link by implying that events in the workplace might overflow into family life, hence affecting behaviors and emotional reactions at home (Edwards & Rothbard, 2000). Thus, job happiness not only enhances a person's professional well-being but also significantly affects the degree of their relationship with their children.

LOCUS OF CONTROL:

Julian B. Rotter developed Locus of Control (LoC) in the 1960s; it has since become an increasingly essential component of personality psychology. Thorndike's rule of effect, which holds that people are driven by a wish to avoid punishment and seek reinforcement, was the fundamental idea of Rotter's theory (1966, 1978, 1981, 1990). A person's locus of control is their belief about whether or not their actions influence the outcomes of their life. Considering a quality

of personality, it shows the degree to which a person believes events are under their control (internal locus of control) or controlled by external forces as fate, luck, or powerful outsiders (external locus of control) (Rotter, 1966, 1990, 1992). Locus of control is the theory that the kind of reinforcements people experience, such as rewards or punishments, shapes their behavior. These experiences over time form an individual's beliefs for the reasons underlying their behaviors and results. Those who frequently believe that their efforts provide positive results are likely to develop an internal locus of control, the idea that they have control over their lives. On the other hand, someone who often sees outcomes that seem different from their efforts, perhaps as a result of luck, fate, or other external factors, may begin to believe they have little or no control, which would lead to an external locus of control. These concepts influence people's views of the world, their role in it, and their responses to chances and challenges.

Rotter's studies on generalized expectancies, internal and external control of reinforcement, showed whether people thought they controlled life events or whether outside forces decided their results. While those with an external locus of control attribute life occurrences to fate, luck, or other forces, those with an internal locus of control believe their experiences are directly influenced by their decisions and behaviors (MacDonald, 1970; Rotter, 1966). Studies have linked internal locus of control to characteristics, including great achievement drive, where individuals overcome challenging responsibilities to attain success. Conversely, those with an external locus of control may be more prone to suffer depressive symptoms and acquired helplessness, usually feeling powerless about their circumstances (Abramson et al., 1978, 1980; GongGuy & Hammen, 1980). Rotter (1975), on the other hand, underlined that locus of control is a continuum, not a strict binary, suggesting that individuals could show varying degrees of internality and externality. Locus of control is a bipolar continuum comprising both external and internal perceptions about one's agency. Rockstraw (2006) claims that those who believe outside factors drive outcomes have an external locus of control; those who credit their own efforts for success have an internal locus of control.

General Trends in the Locus of Control:

Emotional, social, and cultural variables cause men and women to have different locus of control. While women tend to show a stronger external locus of control, attributing results to luck, fate, or external forces, men usually show a higher internal locus of control, believing their actions affect

their success (Ghasemzadeh & Saadat, 2011; Sherman et al., 1997). Gender socialization explains these variations: men are urged to be autonomous and take chances, therefore encouraging internal control; women, on the other hand, get claims stressing cooperation and external effects (Kling et al., 1999). Men often feel more in control of their professional performance, while women may face external challenges like workplace discrimination, which causes a larger external locus of control (Twenge, 2001). Career possibilities and self-efficacy also matter. These patterns are not universal, though, since many women show internal control, particularly when given equal chances and assistance (Schunk & Pajares, 2005). In general, social and environmental elements, rather than only biological characteristics, have a major impact on these variations, even if men are more internally focused and women are more externally focused.

Impact of Locus of Control on Parent-Child Relationship:

Locus of control shapes parenting style, particularly in terms of consistency, emotional regulation, and parental involvement. Parents with an internal locus of control usually approach parenting proactively. They usually hold their children's behavior and growth in their hands and are more inclined to use organized routines, regular discipline, and honest communication. Campis, Lyman, and Prentice-Dunn (1986) claim that such parents are more involved in good and constructive relationships since they believe they may direct and affect their child's behavior using deliberate acts. Active participation in this way not only promotes stability in the home setting but also enhances the emotional bond between parents and children. furthermore, parents who are inwardly focused tend to be more sure of their parenting responsibilities, which lowers anxiety and encourages warmth and responsiveness. These characteristics are basic to building an environment of care and a safe connection in which the children feel recognized, supported, and safe (Luster & Okagaki, 2006). Children brought up in such environments usually show more social competence, self-esteem, and emotional control. In contrast, parents with an external locus of control may blame parenting difficulties on things outside their control, such as the child's temperament, cultural expectations, or poor luck. Dealing with behavioral problems could therefore make them feel powerless or overrun. Inconsistent punishment techniques, more parental worry and anger, and more of all these things could follow (Bugental et al., 1993). In such situations, parenting could be more reactive than proactive, with less emotional availability and fewer chances for genuine connection. Children might eventually receive this unpredictability and emotional

distance, maybe causing behavioral problems, anxiety, or connection insecurity (Skinner, Johnson, & Snyder, 2005). Thus, a parent's locus of control affects their parenting approach as well as the mental health and social development of the children in the long run. An important goal in parenting interventions and counseling programs meant to promote parent-child relationships and support better family dynamics would be parents' awareness and encouragement of an internal locus of control.

PARENT-CHILD RELATIONSHIP:

The parent-child relationship is a uniquely significant and deeply personal bond that every individual experiences in some form. Troll and Fingerman (1996) highlight its distinctiveness, noting that it stands apart from other types of relationships, such as those with partners, friends, or extended family, due to its heightened level of emotional closeness. Scholars have examined various dimensions of this relationship. Thus, some researchers have explored how it impacts children's communication skills and decision-making abilities (Field et al., 2007), while others have focused on its role in shaping emotional development and regulation in children (Boutelle et al., 2009).

Attachment Theory and the Parent-Child Relationship

An essential component of human development is that the relationship between parents and children profoundly shapes an individual's emotional, cognitive, and social functioning throughout life. Widely supported by empirical studies, Attachment Theory one of the most powerful concepts used for understanding this relationship, is deemed essential for exploring the emotional ties between children and their parents. Created in the 1950s by British psychoanalyst John Bowlby, Attachment Theory integrated concepts from evolutionary biology and psychoanalysis. Bowlby claimed that a child's survival is mostly dependent on their relationship with their primary caregivers, usually the mother. He suggested that children are genetically inclined to create attachments as a way to increase their survival prospects (Bowlby, 1969, 1973). Crying, grasping, and following the caregiver are among the attachment behaviours Bowlby referred to as the "attachment behavioural system," which is meant to keep proximity to caregivers, especially in times of stress or perceived threat (BetterHelp Editorial Team, 2023). Bowlby underlined that emotional stability as well as physical safety depend on these early relationships. Using regular

and attentive parenting, a child creates an internal working model of relationships, a mental representation of what to expect from others in terms of availability, dependability, and emotional reactivity (Bowlby, 1973). These concepts influence how people engage socially, control emotions, and build self-esteem, hence serving as templates for future relationships. The approach also emphasizes the long-term psychological effects of attachment. A child who has a safe and loving bond with their caregivers is more likely to have good emotional control, strong social skills, and resilience under pressure (Antonucci et al., 2004). On the other hand, children subjected to unpredictable, negligent, or insensitive parenting may experience worries, behavioral issues, and challenges building trustworthy connections later in life (Varga, 2011). The parent-child relationship during infancy is one of great bonding, defined by physical intimacy, emotional warmth, and responsiveness, especially from the mother. Everyday activities like feeding, consoling, and playing help to create this link by means of which the infant develops trust and safety. A stable bond forms for the child if the caregiver is always present and by the needs of the baby. Inconsistent or missing care, on the other hand, may lead to insecure attachment patterns, including avoidant, anxious-resistant, or disruptive behaviors. Mary Ainsworth, a developmental psychologist who worked with Bowlby, recognized and categorized these attachment patterns even more. Ainsworth (1978) classified newborn reactions to quick separations and reunions with their parents into four main attachment types using her famous "Strange Situation" study:

Secure Attachment: Infants exhibit distress when separated from the caregiver but are easily comforted upon in return. They believe that the caregiver will meet their requirements and provide safety and comfort.

Ambivalent (Anxious-Resistant) Attachment: These infants express intense distress during separation and may act clingy or resistant upon reuniting. They could get emotionally dependent and are unsure of the availability of their caregiver.

Avoidant Attachment: Infants with this type might ignore or avoid their caregiver upon return and show little or no distress upon separation. Usually, this results from emotionally absent or rejecting parents.

Disorganized-Disoriented Attachment: This pattern shows a lack of consistent behavioral strategy. These infants could show conflicting actions like avoiding eye contact but still

approaching the caregiver. Sometimes this approach is connected to trauma or abuse experiences (BetterHelp Editorial Team, 2023).

Though not determined, these early attachment patterns usually carry on into adolescence and adulthood, so impacting how people develop love relationships, manage stress, and parent their own children. Bowlby (1988) underlined that emotional suffering, anxiety, and even long-term developmental problems may follow from disturbances in attachment, such as extended separation, loss of a caregiver, or insensitive parenting. He thought that efficient psychological intervention depends on addressing the environmental and relational factors surrounding an infant. Moreover, positive mental health results in adulthood are highly related to strong and secure attachment connections. People who had a safe attachment in childhood are more likely to say they are more satisfied with their lives, have greater emotional control, and have less worry and sadness (Boutelle et al., 2009). Early caregiving experiences thus have a fundamental importance not only in direct infant development but also in shaping future psychological and relational functioning. Among working mothers and fathers, this study emphasizes the complex interaction between job satisfaction, locus of control, and the parent-child connection. A parent's level of happiness in their employment can significantly affect their emotional bond and degree of involvement with their children. Furthermore, important in how a parent balances work and family duties is their belief in control over life events their locus of control. Parents with a strong internal locus of control tend to be more satisfied with their jobs and more able to keep emotionally supportive, stable, and healthy connections with their children. On the other hand, people with an external locus of control could feel less empowered to deal with difficulties, which could lead to more stress and possibly more difficult parent-child relationships.

Working mothers and fathers have different experiences in significant respects. While males are becoming more involved in active parenting, especially in urban and progressive settings, mothers often face societal expectations to balance their jobs with responsibilities for care. However, everybody has particular difficulties that affect their family life and general psychological well-being. Finding a balance between family life and work requirements, not just personal coping mechanisms and optimistic belief systems, but also more general society and organizational support. Promoting shared parenting duties and creating encouraging workplace cultures can help to create better results for both parents and children, as well as more satisfying family ties.

CHAPTER 2:

LITERATURE REVIEW

LITERATURE REVIEW:

JOB SATISFACTION:

The study by **Greenhaus, J. H., & Parasuraman, S. (1993)** examines how race and gender shape attributions of job performance and chances of career progression. Diverse organizational backgrounds provided the 300 staff members (n = 300) in the study. The study investigated how gender and race influence performance ratings using both quantitative and qualitative approaches. Results revealed that minority and female workers were more likely to get less positive performance reviews, which therefore affected their chances of career progression. The results imply that discrimination in performance reviews could lead to delayed career advancement for women and minorities.

The study by **J H Abramson, J Gofin, J Habib, G Noam, and J D Kark (1994)** using data from a longitudinal community health survey in Jerusalem, investigates the link between employment satisfaction and health among adults over 50 years old. Self-reported assessments revealed job satisfaction to be an overall indicator of job-related psychological stress; its links with general, physical, and emotional health were evaluated accordingly. Results from two study periods, 1975–76 and 1985–87, showed that unhappy employees were 2.8 times more likely to report bad general health than those very content with their occupations, even when age, sex, education, and origin influence were taken into account. Multivariate research verified that these correlations were not caused by a general inclination to report both unhappiness and ill health. Furthermore, people who were always unhappy in both study times showed significantly worse health in 1985–1987. These results underline the influence of work satisfaction on general well-being and imply that ongoing workplace unhappiness could especially harm health.

The study by **Mason, E. S. (1995)** investigated gender differences in job satisfaction from several angles of social role, structural, and socialization theories. Data for evaluating these ideas came from a sample of more than 13,000 workers from over 130 firms and divisions across a range of industries. These firms were clients of a North American-based management consulting company. T-tests and impact assessments were used to investigate the differences in job satisfaction between men and women in managerial and secretarial roles. The findings indicated that social role theory had some support, structural theory had some, and socialization theory had none. Significantly,

the study revealed that American managers, both male and female, reported comparable sources of job satisfaction.

The study **Spector, P. E. (1997),** This book offers a thorough overview of the concept of job satisfaction, making it a valuable resource for both researchers and practitioners in the field of organizational psychology. Here, Spector explores "what job satisfaction means, how it can be accurately measured, and why it matters in the workplace". He discusses several key components, including pay, promotion opportunities, supervision, fringe benefits, and the nature of the work itself, that contribute to an employee's overall job satisfaction. This book also illustrate how personal characteristics and organizational practices interact to influence satisfaction levels, and how job satisfaction, in turn, affects employee behavior, performance, and overall organizational outcomes. Moreover, it provides tools such as the Job Satisfaction Survey (JSS) to aid in real-world applications and research.

The study by **Clark, A. E. (1997)** investigates the connection between job satisfaction and gender, especially looking into why women say greater degrees of pleasure with their jobs even if they often make less money than their male counterparts. Examining several elements influencing job satisfaction, the study looked at data from a large sample of 5,000 people (n = 5,000). The findings showed that women often have lower comparison expectations about salary and professional progression, which could result in more job satisfaction despite pay inequality. The results indicate that society's expectations and personal views of justice in the workplace shape gender disparities in job satisfaction.

The study by **Sloane, P. J., & Williams, H. (2000)** investigates the links among gender, comparison income, and job satisfaction. Surveys were conducted among 1,000 people working in different sectors. The results showed that, although making less money, women often say they are more satisfied with their jobs than men. The study implies that women's greater job satisfaction could be linked to lower comparison expectations and varying views of justice with respect to pay. Particularly in light of salary inequality, the study helps to clarify the intricate interaction between job happiness and gender.

The study by **Ellickson, M. C., & Logsdon, K. (2002**) investigates the elements affecting municipal government workers' job satisfaction. A total were 400 staff members (n = 400) from

many government agencies. The study discovered that job satisfaction was positively correlated with organizational support, the quality of connections with colleagues, and the perceived fairness of management methods. On the other hand, unhappiness was linked to constrained chances for professional development and administrative work settings. The results underline the need to encourage available management techniques and supportive organizational cultures in public sector companies.

This study by **Chandraiah, K., Agrawal, S. C., Marimuthu, P., & Manoharan, N. (2003)** examines how occupational stress and job satisfaction among managers of various ages interact. It looks at how developmental phases affect perceptions of job stress and satisfaction. From large-scale companies, a sample of 105 industrial managers was randomly chosen and classified into three age categories: Young Adults (25–35 years, Mean = 29.19), Early Middle Age (36–45 years, Mean = 41.29), and Late Middle Age (46–55 years, Mean = 52.72). Stress and job satisfaction levels were measured, respectively, using the Job Descriptive Index (JDI) and the Occupational Stress Index (OSI). Statistical studies comprised t-tests to compare age group variations, effect sizes to assess the amount of differences, and correlation analysis to investigate correlations between variables. Results show that younger managers (25–35 years) suffer far more occupational stress and have lower job satisfaction than middle-aged and older managers. Results also show a negative relationship between age and occupational stress; on the other hand, job satisfaction rises with age. These findings underline the need for age-related variables in comprehending management stress and satisfaction degrees in organizational contexts.

The study by **Brough, P., & Frame, R. (2004)** investigates how social support and police organizational factors influence police officers' work satisfaction and turnover intentions. The study included 250 police officers (n = 250) from several departments. Focusing on perceived social support, job happiness, and turnover intentions, the study used a mix of quantitative survey tools. The findings showed that while job happiness was negatively correlated with turnover intentions, social support from colleagues and supervisors was a major predictor of job satisfaction. The study implies that lowering turnover and increasing job satisfaction could be significantly influenced by strengthening social support inside police departments.

The study by **Okpara, J. O. (2004)** compares organizational commitment and job happiness among American and Nigerian IT industry managers. The sample was 200 managers (n = 200) from the United States and Nigeria. The results showed significant variations between the two groups: Nigerian managers indicated more organizational commitment, whereas American managers reported more job satisfaction. The study emphasizes cultural variations in work attitudes and implies that companies operating in worldwide settings should take these differences into account when developing employee involvement strategies.

The study by **Kottke, J. L., & Agars, M. D. (2005)** focuses on both organizational processes and human actions, studies the elements enabling and preventing women's progress in companies. From several sectors, 250 people made up the sample (n = 250). The findings showed that major drivers enabling women's professional development were organisational support, mentoring programs, and family-friendly regulations. Conversely, primary challenges were found to be a lack of role models, gender stereotypes, and restricted access to high-status tasks. The report underlines how crucial organisational transformation is to foster gender equality in professional progression.

The study by **Lee, H., & Lee, Y. (2014)** investigated the interactions between job happiness, parental role satisfaction, and fathers of preschool-aged children child-rearing behavior. Particularly, the study looked at whether parental role satisfaction acted as a mediator between men' job satisfaction and their child-rearing habits. Structured questionnaires were given to 376 dads of children aged 3 to 5 years, living in Seoul and Gyeonggi-do province, gathered data. The participants answered questions about child-rearing behavior, parenting role satisfaction, and job happiness. The findings showed notable relationships among all three factors. Less pleasant child-rearing practices were linked to lower degrees of work satisfaction. Notably, parental role satisfaction was shown to moderate the link between job happiness and child-rearing behavior, implying that dads who felt more fulfilled in their parenting position were more likely to participate in positive parenting, independent of their job satisfaction levels. The study's main statistical tool to examine the links and evaluate the mediation impact was Structural Equation Modeling (SEM). The model showed a good match with the data, so verifying that parental role satisfaction partly mediated the relationship between job satisfaction and parenting behaviour.

The study by **Raziq A, & Maulabakhsh R. (2015)** seeks to investigate how the working environment affects employee job satisfaction. Data gathered via a self-administered survey questionnaire helped to inform a quantitative research method. The survey was modified from one already validated. The study concentrated on Quetta, Pakistan, the communications industry, the banking sector, and educational institutions. Data was collected from 210 staff members using a straightforward random sample technique. The results show a good link between employee job happiness and the working environment. The study underlines the importance for companies to understand the value of a favorable work environment to improve levels of job satisfaction. This study could help society by motivating workers to be more involved in their jobs and by helping their personal development and growth. Thus, companies have to give staff motivation top priority if they are to guarantee greater production and the fulfillment of company goals.

The study by **G. Rajashekar B, & Swamy C. (2019)** explores how working environments affect job satisfaction. The main statistical tool for analysis is a chi-square test. Job satisfaction is the independent variable in this study; working circumstances are the dependent one. Maintaining a 1:3 ratio, data was gathered from a sample of 100 ANU Fastener Private Limited staff members. The findings show that staff members are mostly happy with their work environment. The company gives sustaining good internal relationships and guaranteeing great employee motivation top priority. This strategy not only enables staff members to fit with company objectives but also reduces complaints at work, so promoting a more harmonious and efficient workplace.

The study by **Rathore R and Gupta S.(2024)** investigates job satisfaction among Indian IT professionals and instructors under the unmatched difficulties of the COVID-19 epidemic. Key themes are shown by the results, which stress the importance of tailored workplace rules and interventions to raise job satisfaction in trying circumstances. The study shows that younger people are more satisfied with their jobs than their older counterparts by looking at how the epidemic has affected work satisfaction among various age groups. The study emphasizes the need for age-specific tactics to improve job satisfaction in the workplace among several age groups. The study offers an insightful analysis of how the epidemic has changed job satisfaction dynamics using a self-developed survey. In the end, this research helps to clarify age variety in job satisfaction within changing work settings, hence providing direction for organizational policies and actions.

The study by **Md. Abu Issa Gazi, Mohd Faizal Yusof, Md. Aminul Islam, Mohammad Bin Amin, Abdul Rahman bin S Senathirajah. (December 2024)** examining Bangladeshi industrial workers' level of job satisfaction was found to affect their performance and workplace behavior. Given the importance of job happiness in shaping workplace behavior, especially in developing nations, this article looks at the relationship between job satisfaction and job performance. A standardized questionnaire was used to collect data from a sample of 300 industrial workers in Bangladesh as part of a quantitative approach. While job satisfaction was gauged using the Job Contentment Index (JSI), job performance was evaluated with an 8-item self-report Job Performance Index (JPI). Statistical analysis, including regression tests, was performed using SPSS 24.0 to examine the hypotheses of the study. The results show that those who said higher levels of job satisfaction also showed better performance outcomes; job happiness notably influences how well individuals do on the job. Job-related elements also have more impact on performance than personal characteristics. The analysis underlines the need for factory authorities and industry regulators in Bangladesh to carry out policies increasing worker happiness since this would improve overall job performance. These concepts could help to improve management techniques, therefore encouraging a happier and effective workforce.

LOCUS OF CONTROL:

The book by **Lefcourt, H. M. (1982)** provides a thorough analysis of locus of control theory, which investigates people's sense of control over the events in their lives. It covers empirical research results from studies with a total sample size above 10,000 people (n = 10,000). The book looks at elements including personality characteristics, socializing practices, and life experiences that help internal rather than external locus of control. It also investigates the consequences of locus of control on many psychological results, including mental health, coping mechanisms, and self-esteem.

This study by **Noor, N. M. (2002)** examines how locus of control affects the link between work-family conflict and well-being among 310 Malaysian working women with families. The study investigates three possible routes: direct, moderator, and mediator effects, by which locus of

control influences well-being, evaluated by job satisfaction and psychological distress. The results show that, according to several regression analyses, work-family conflict is adversely correlated with job satisfaction and positively linked to distress. While only a direct impact is seen for distress, locus of control greatly forecasts work satisfaction via direct, mediating, and moderating influences. The findings imply that women with an internal locus of control have more job satisfaction, but this benefit declines in the presence of significant work-family conflict. Locus of control also does not protect against anxiety brought on by work-family conflict. These results underline the multifaceted function of control beliefs in handling work-family conflicts and stress the need of workplace treatments managing individual coping strategies as well as conflict**.**

This study by **Judge, T. A., Erez, A., Bono, J. E., & Thoresen, C. J. (2002)** investigates if four frequently researched personality traits—self-esteem, neuroticism, locus of control, and generalized self-efficacy—can be seen as distinct manifestations of a single, more general personality construct called core self-evaluations. The researchers discovered that by use of meta-analytic and empirical techniques, these qualities are closely interrelated and help to create a shared underlying element. The results imply that people who believe favorably about themselves in all four domains are more likely to have better general well-being and work happiness. Particularly in terms of how internal self-perceptions may influence job attitudes and performance, the study has significant consequences for personality theory and workplace psychology.

The study by **Freed RD, Tompson MC.(2011)** examined parental locus of control and its related elements in a sample of 160 women with children aged 8 to 14, both at a single time point and again after one year. Researchers investigated maternal depression, expressed emotion, child internalizing and externalizing behaviours, and different sociodemographic factors. Cross-sectional results showed that higher levels of child externalizing behaviour, more maternal depression, poorer maternal education, lower income, and older maternal age were all related to an external parental locus of control. Longitudinal findings revealed that after a year, both child age and externalizing behaviours were related to an increase in the external locus of control of parents. Weaker parental perceived control and affluence also indicated a rise in externalizing tendencies in children over time.

The study by **Nasirpour K, Asgari A, & Pourshafei H.(2015)** investigates the correlation between sixth-grade students' academic self-efficacy and their parents' locus of power inside Gonabad elementary schools. Two well-known instruments were used to gather data: the Academic Self-Efficacy Scale, designed by Jinks and Morgan, and the Parent Locus of Control Scale developed by Campis, Lyman, and Prentis-Dunn. From 817 sixth-grade students and their parents, a stratified sample approach was used to choose 260 individuals. Results showed that among the elements of fathers' locus of control, "responsibility" scored the highest, and "faith in fate and chance" and "self-efficacy" had the lowest average ratings. By contrast, for mothers, "life control" had the greatest average and "self-efficacy" the lowest. While the biggest link was between children's emotional self-efficacy and the general locus of control of fathers, the poorest correlation was observed between fathers' sense of responsibility and children's social self-efficacy. Mothers' emotional self-efficacy was also notably related to their belief in fate and chance. On the other hand, their duty aspect revealed the smallest link with their emotional and intellectual self-efficacy. The study also underlined how much the students' self-efficacy was affected by aspects of the fathers' locus of control—especially their perceived power over children's behavior and belief in fate and chance. For mothers, their belief in fate and chance most directly influenced their children's self-efficacy. Moreover, the study revealed a noticeable gender-based disparity in average assessments of students' social self-efficacy.

The study by **Moreland, A. D., Felton, J. W., Hanson, R. F., & others. (2016)** investigate the correlations among parenting stress, parental locus of control, and child outcomes in a sample of 610 parents engaged in an eight-week parenting intervention (Parenting Our Children to Excellence). The study looks at how changes in parenting stress and locus of control affect child coping ability and disruptive behaviors using structural equation modeling and hierarchical multiple regression. Results show that decreases in parenting stress and rises in internal parental locus of control strongly forecast changes in child coping ability and decreases in disruptive behavior. The findings also imply that lowering parenting stress affects parental feelings of control instead of the reverse. These results underline the need to handle both parental stress and locus of control in programmes meant to enhance emotional and behavioral outcomes of children.

PARENT-CHILD RELATIONSHIP:

The study by **Lamb, M. E. (2004)** focusing on emotional, cognitive, and social results for children, investigates the vital part fathers play in child development. The paper combines results from more than 30 studies with a total sample size of around 2,000 kids (n = 2,000). It emphasizes the need of father participation in several developmental areas, including connection, socialization, and academic success. Challenging conventional wisdom that assigns the main responsibility for child development on mothers, the book contends that the general well-being of children depends on dads' active involvement in emotional support and parenting.

The study by **Schroeder, V. M., & Kelley, M. L. (2010)** examines how family environment, executive functioning, and methods of parenting connect to normally developing children. The study included 100 parents of children aged 5 to 12. They completed the Behavior Rating Inventory of Executive Function (BRIEF), Family Environment Scale (FES), and Parent-Child Relationship Inventory (PCRI). The study used several regression models and correlational analyses to assess how limit-setting, parental support, and family organization influenced children's executive functions. The results revealed a significant link between family organization and executive processes such working memory, plan-organize, organize materials, inhibit, shift, and monitor. While Emotional Control, Inhibit, Shift, and Monitor were related to parental support, Plan-Organize, Working Memory, and Inhibit were related to parental support. The findings underline the need of a strict and loving home environment in fostering children's behavioral and cognitive self-regulation. These results imply that executive function development in children is significantly influenced by parenting practices and home structure. This underlines the need of parental guidance initiatives that encourage consistent discipline, emotional support, and regular routines in order to enhance cognitive and behavioral results.

The study by **Pleck, J. H. (2012)** investigates if four frequently researched personality traitsself-esteem, neuroticism, locus of control, and generalized self-efficacy can be seen as distinct manifestations of a single, more general personality construct called core self-evaluations. The researchers discovered that by use of meta-analytic and empirical techniques, these qualities are closely interrelated and help to create a shared underlying element. The results imply that people who believe favorably about themselves in all four domains are more likely to have better general

well-being and work happiness. Particularly in terms of how internal self-perceptions may influence job attitudes and performance, the study has significant consequences for personality theory and workplace psychology. The article provides a critical assessment of the evolution and significance of paternal involvement in parenting studies, hence investigating the idea. The author looks at how the notion of father engagement has changed across time, addressing its conceptual merits and drawbacks as well as its social and methodological foundations. The study emphasizes important elements affecting father engagement and its effects on families and children by drawing on results from his studies as well as those of others. It ends by pointing out five significant ways that studies on paternal engagement might benefit the larger domain of parenting, such as defining aspects of good parenting, understanding ideal involvement, and influencing regulations and initiatives to assist involved fatherhood.

The study **Vieira, J. M., Matias, M., Ferreira, T., Lopez, F. G., & Matos, P. M. (2016)** The study addresses a gap in current knowledge by looking at how work-family relationships affect parenting and child behavior. It emphasizes how parents' experiences of work-family conflict (WFC) and work-family enrichment (WFE) influence children's internalizing and externalizing behaviors via the quality of the parent-child connection. Data from 317 dual-income couples with preschool-aged children was gathered using dyadic analysis to evaluate both individual and mutual effects. Results indicate that parents' relationship with their children is greatly affected by how they balance work and family obligations, which then affects the child's behavioral results. Mothers' WFC was linked to more externalizing behaviours in children since it harmed their own and their partners' bond with the child. By strengthening the mother-child bond, mothers' WFE helped to reduce externalizing behaviours. Similarly, fathers' WFC is linked to increased internalizing and externalizing difficulties in children, mostly due to its detrimental effect on the father-child interaction. Through its beneficial impact on their relationship with their children, Fathers' WFE was connected to lower externalizing behaviours. The results show generally, the requirement of attaining a good work-family balance to foster good parent-child interactions and underline the need of company policies supporting parental well-being as well as child development.

The study by **Kim, J. (2018)** uses longitudinal data from the Early Childhood Longitudinal Survey-Birth Cohort (ECLS-B). This study investigates how job flexibility affects parent-child

relationships among working parents in the United States. Comprising 4,650 working mothers and 3,600 resident fathers who answered surveys at waves 2 and 3, the final sample. To correct for omitted-variable bias and pre-existing variations in parent–child interactions, the study used Lagged Dependent Variable (LDV) models and Ordinary Least Squares (OLS) regressions. The findings demonstrate that professional flexibility, specifically, working from home and part-time jobs, is positively connected with higher levels of parent-child engagement, especially in mother-centered enrichment activities. Fathers' flexible schedules were more closely related to daily routine interactions. The research also revealed that women with less money benefited more from job flexibility than mothers with mid- and high incomes. Fathers in dual-earner households saw their children more often than fathers in single-earner homes. These findings imply that various kinds of job flexibility affect parent-child interactions differently depending on gender, household structure, and economic level. The implications of these results highlight the need of workplace rules giving working parents more freedom, especially in low-income homes.

The study by **Aytaç, B., Çen, S., & Yüceol, G. P. (2018)** aims to investigate the validity and reliability of the Turkish version of the Parent-Child Relationship Scale, which uses positive and negative elements to evaluate the quality of parent-child relationships. There were 406 women in the sample who had children ranging in age from 4 to 13. The study employed a sociodemographic information form, the Parenting Style Scale, the Parent Support Scale, and the Parent-Child Relationship Scale. AMOS's confirmatory factor analysis performed factor analysis, correlation analysis, and concept validity analysis (convergent validity and discriminant validity). The Turkish translation preserved the original two-factor structure of the scale. The study of the two-factor structure's construct validity was found to be good. Test-retest results and composite reliability demonstrated further dependability of the scale.

The study by **Anagha K. & Sreevalsan A. (2021)** conducted their research using a socio-demographic sheet, Parent-Child Relationship Scale, and Perceived Stress Scale. Stress and parent-child connections were studied using a correlational analysis; simple linear regression was then used to investigate this link further. The results show a notable link between stress levels and parent-child connections, covering both mother-child and father-child interactions. Teenagers who feel more parental warmth, caring, and love tend to be less stressed. A healthy parent-child relationship not only helps to control academic stress but also lessens loneliness and offers

emotional support in trying situations. Positive parental interactions also help teenagers to develop self-confidence, therefore arming them with the fortitude to face next difficulties. The findings imply that parent-child ties have long-term advantages for emotional stability and general well-being in teenagers.

The study by **Jadhav, D. (2023**) explores at gender-based variations in the parent-child relationship (PCR) among high school students in Nashik, Maharashtra, India. Non-probability random sampling identified 100 kids, equally split by gender and aged between 12 and 16. Ten distinct aspects of PCR were evaluated using Dr. Nalini Rao's Parent-Child Relationship Scale (PCRS). Three domains—Protecting, Object Reward, and Object Punishment—showed notable gender differences as shown by t-test analysis. While male students reported greater object punishment and felt more protected, female students said they got more object rewards. Other areas such as symbolic punishment, rejection, demanding conduct, or love, showed no notable gender variations.

The study by **Vitore, K. R. (2023)** explores the parent-child connection of male and female secondary school students in government and private Aurangabad city schools. With a sample of 200 kids aged 13–16 years chosen by random sampling, Different aspects of parent-child relationships were evaluated using Dr. Nalini Rao's (1989) Parent-Child Relationship Scale (PCRS). Data were examined using Mean, Standard Deviation (S.D.), and the t-test to compare associations across gender and school type. The findings showed notable variations; female pupils claimed more emotional attachment and favorable parent contacts than male pupils. Private school students also showed a more favorable parent-child relationship than government school students, implying that both gender and school setting are especially important in molding parent-child interactions.

CHAPTER 3:

RESEARCH METHODOLOGY

RESEARCH METHODOLOGY:

AIMS:

To examine the relationship between job satisfaction, locus of control, and parent-child relationship among working fathers and working mothers.

OBJECTIVES:

- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their pay in relation to their overall job satisfaction.
- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Promotion in relation to their overall job satisfaction.
- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Supervision in relation to their overall job satisfaction.
- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Fringe benefits in relation to their overall job satisfaction.
- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Contingent Reward in relation to their overall job satisfaction.
- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Operating conditions in relation to their overall job satisfaction.
- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Coworkers in relation to their overall job satisfaction.
- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Nature of work in relation to their overall job satisfaction.
- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Communication in relation to their overall job satisfaction.

- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Total job satisfaction.
- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Closeness to their children.
- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Conflict to their children.
- To examine whether there is a difference between middle-aged working fathers and working mothers with respect to their Locus of control.

HYPOTHESIS:

- There is no significant difference between working fathers and working mothers with respect to the **Pay** domain of job satisfaction.
- There is no significant difference between working fathers and working mothers with respect to the **Promotion** domain of job satisfaction.
- There is no significant difference between working fathers and working mothers with respect to the **Supervision** domain of job satisfaction.
- There is no significant difference between working fathers and working mothers with respect to the **Fringe Benefits** domain of job satisfaction.
- There is no significant difference between working fathers and working mothers with respect to the **Contingent Rewards** domain of job satisfaction.
- There is a significant difference between working fathers and working mothers with respect to the **Operating Conditions** domain of job satisfaction.
- There is a significant difference between working fathers and working mothers with respect to the **Coworkers** domain of job satisfaction.
- There is no significant difference between working fathers and working mothers with respect to the **Nature of Work** domain of job satisfaction.
- There is no significant difference between working fathers and working mothers with respect to the **Communication** domain of job satisfaction.
- There is no significant difference between working fathers and working mothers with respect to **Overall Job Satisfaction**.

- There is no significant difference between working fathers and working mothers with respect to their **Locus of Control**.
- There is no significant difference between working fathers and working mothers with respect to the **Closeness** domain of the child-parent relationship.
- There is no significant difference between working fathers and working mothers with respect to the **Conflict** domain of the child-parent relationship.

CHAPTER 4:

PLAN OF WORK

PLAN OF WORK:

SAMPLING PROCEDURE:

Participants for the current study were chosen using a purposive sampling method depending on particular criteria relevant to the study's objectives. Residing in greater Kolkata, the sample comprised 60(N) middle-aged working people, 30 working fathers, and 30 working mothers. Every participant came from urban families and had children between three and twelve years old. The Kuppuswamy Socioeconomic Status Scale was used to evaluate the SES of the families. Three main criteria the education and profession of the head of the family, as well as the monthly household income guide this scale's assessment of socioeconomic status.

INCLUSION CRITERIA:

- Middle-aged individuals identified as working fathers or working mothers.
- Permanent residents of greater Kolkata.
- Individuals currently employed in the private sector.
- Parents of at least one child aged between 3 to 12 years.
- Willingness to participate in the study and provide informed consent.
- Belonging to urban households that could be assessed using the Kuppuswamy Socioeconomic Status Scale.
- The participant doesn’t have any presence of physical or psychological illness

EXCLUSION CRITERIA:

- Individuals who were not currently employed or who had irregular working status.
- Parents with children below 3 years or above 12 years of age.
- Residents of rural areas or outside Kolkata.
- Individuals who were unable or unwilling to complete the required psychological measures.
- Families whose socioeconomic status could not be determined using the Kuppuswamy Scale.

CHAPTER 5:

OPERATIONAL DEFINITION OF VARIABLE

OPERATIONAL DEFINITION OF VARIABLES:

1. Job Satisfaction: Job satisfaction is a person's overall evaluation of his or her job as favorable or unfavorable. It reflects an attitude toward one's work and hence comprises affect, cognitions, and behavioral inclinations.

2. Locus of control: Locus of control refers to the degree to which an individual feels a sense of agency regarding his or her life. An individual with an internal locus of control will think that their skills, deeds, or errors have a significant impact on their circumstances. An individual with an external locus of control is likely to believe that other variables, such as chance, the environment, or other people's activities, are more responsible for the things that happen in their lives.

3. Parent-child relationship: The parent-child relationship is a dynamic and interactive bond that involves emotional, psychological, and physical exchanges, playing a crucial role in a child's overall development. This relationship is essential in shaping a child's emotional health, cognitive abilities, and socialization process. It is characterized by unique patterns of behaviors, emotions, and mutual expectations that evolve through ongoing interactions. This connection fosters secure attachment, encourages responsive parenting, and promotes active engagement, all of which are vital for nurturing the child's social competence and emotional resilience.

CHAPTER 6:

TOOLS EMPLOYED

TOOLS EMPLOYED:

- Information Consent Form
- Information Schedule
- The Job Satisfaction Survey (JSS) was developed by Paul E. Spector in 1985
- Rotter's Locus of Control was developed by Julian B. Rotter in 1966
- The Child-Parent Relationship Scale (CPRS) was developed by Robert C. Pianta in 1992.

DESCRIPTION OF TOOLS:

1.Information Consent Form: Participants were provided with an Information Consent Form outlining the purpose of the research, the voluntary nature of their participation, potential risks and discomforts, possible benefits, and assurance of confidentiality. They were informed that any data and personal information shared during the study would be kept strictly confidential and used solely for research purposes.

2.Information Schedule: A sociodemographic data sheet was used to gather relevant background information, including the participant's name, age, mother tongue, sex, gender, sexual orientation, residential address, educational qualifications, occupation, contact details, and any history or presence of physical or psychiatric illnesses.

3.Job satisfaction survey(JSS): The Job Satisfaction Survey (JSS), developed by Paul E. Spector in 1985, is a comprehensive tool for assessing employee attitudes toward various aspects of their job. It consists of 36 components, which are divided into 9 subscales: Communication, Coworkers, Nature of Work, Operating Conditions, Promotion, Supervision, Fringe Benefits, Contingent Rewards, and Pay. The Likert scale has six points for each item, with 1 denoting "disagree very much" and 6 denoting "agree very much." With a total Cronbach's alpha of 0.91 and subscale reliability coefficients ranging from 0.60 to 0.83, the JSS has great reliability. Validity studies confirm its application in a variety of professional contexts. Completing the self-administered survey takes 15 to 20 minutes on average. Both the subscale and total scores fall between 4 and 24 and 36 and 216, respectively. Higher ratings on several reverse-scored categories indicate greater job satisfaction.

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4. Rotter Locus of control: The Rotter's Locus of Control Scale, developed by Julian B. Rotter in 1966, is used to measure an individual's perceived level of influence over life events. Internal locus of control individuals think that their choices and actions affect their own fate. Those who have an external locus of control, on the other hand, think that fate, luck, or other external factors mostly determine outcomes. The scale consists of 29 statement pairs, of which 6 are filler items and 23 are scored. The participant chooses the statement in each pair with which they agree the most. Completing the self-administered questionnaire takes approximately 10 to 15 minutes to complete. Each external-type response receives one point for scoring, and the final score might be anything from 0 to 23. A strong internal locus of control is indicated by a score below 12, while a strong external locus of control is indicated by a score above 12. With Kuder-Richardson Formula 20 values ranging from 0.65 to 0.79, the scale has demonstrated strong dependability, meaning that its results are consistent.

5.Child-Parent Relationship Scale (CPRS): The Child-Parent Relationship Scale (CPRS), developed by Robert C. Pianta in 1992, is a self-report tool used to assess the quality of the parent-child relationship from the parent's perspective. The short form of the scale includes 15 items and focuses on two main dimensions: Closeness, which reflects warmth and affection, and Conflict, which reflects tension and disagreement in the relationship. Each item is rated on a 5-point Likert scale ranging from 1 (Definitely does not apply) to 5 (Definitely applies), and the scale typically takes 5 to 10 minutes to complete. The CPRS has shown good internal consistency, with Cronbach's alpha ranging from 0.70 to 0.88, and it also demonstrates strong construct and convergent validity, aligning well with other measures of attachment and relationship quality. Some items are reverse-scored, and higher scores in each domain indicate a stronger presence of either closeness or conflict in the parent-child relationship

CHAPTER 7:

PROCEDURE & ANALYSIS

PROCEDURE FOR DATA COLLECTION:

Data were collected through the purposive sampling method, targeting a total of 60(N) participants, comprising 30 middle-aged working fathers and 30 middle-aged working mothers residing in Kolkata, each having at least one child between the ages of 3 to 12 years. Participants were selected based on predefined inclusion criteria relevant to the study's objectives. Before data collection, the purpose of the research was clearly explained, and informed verbal consent was obtained. Each participant was administered a structured set of standardized tools in a fixed sequence: the Kuppuswamy Socio-Economic Status Scale to determine socioeconomic status, the Rotter's Locus of Control Scale (1966) to assess perceived control over life events, the Child-Parent Relationship Scale (CPRS) by Robert C. Pianta to evaluate the quality of parent-child relationships, and the Job Satisfaction Survey developed by Paul E. Spector (1985) to measure job satisfaction. Standardized instructions were provided for each tool, and clarification was offered when necessary. The entire assessment took approximately 30 to 40 minutes per participant. All ethical protocols were followed, including ensuring the confidentiality and anonymity of the participants' responses.

ANALYSIS OF DATA:

The data was analyzed using SPSS 25 software. Descriptive statistics, including the mean and standard deviation, were calculated to understand the general trends and distribution of the variables. Additionally, an independent samples t-test was conducted to compare the results between working fathers and working mothers, to identify any significant differences between the two groups.

CHAPTER 8:

RESULTS & DISCUSSION

RESULTS:

TABLE 1*: *MEAN AND STANDARD DEVIATION REGARDING JOB SATISFACTION, LOCUS OF CONTROL, AND PARENT-CHILD RELATIONSHIP

	SCALES	SEX	n	MEAN	SD
JOB SATISFACTION SURVEY	**PAY**	MALE	30	14.37	4.723
		FEMALE	30	14.73	3.443
	PROMOTION	MALE	30	14.50	5.342
		FEMALE	30	13.80	2.987
	SUPERVISION	MALE	30	17.03	3.746
		FEMALE	30	16.70	3.914
	FRINGE BENEFIT	MALE	30	14.00	3.714
		FEMALE	30	14.70	3.967
	CONTINGENT REWARD	MALE	30	14.73	4.495
		FEMALE	30	16.17	3.630
	OPERATING CONDITION	MALE	30	13.17	3.291
		FEMALE	30	10.70	2.744
	COWORKERS	MALE	30	16.17	3.602
		FEMALE	30	18.73	3.695
	NATURE OF WORK	MALE	30	18.23	5.197
		FEMALE	30	18.53	3.431
	COMMUNICATI-ON	MALE	30	16.70	3.870
		FEMALE	30	17.20	3.123
	TOTAL JOB SATISFACTION	MALE	30	138.90	22.533
		FEMALE	30	141.17	19.621
	LOCUS OF CONTROL	MALE	30	12.17	4.356
		FEMALE	30	11.60	3.276
CHILD PARENT RELATIONSHIP SCALE	**CLOSENESS**	MALE	30	29.50	6.004
		FEMALE	30	30.80	4.582
	CONFLICT	MALE	30	18.20	5.473
		FEMALE	30	20.93	7.105

(N=60)

Source:*Primary Data*

TABLE 2: INDEPENDENT SAMPLE T-TEST REGARDING JOB SATISFACTION, LOCUS OF CONTROL, AND PARENT-CHILD RELATIONSHIP

Scale		**t**	**df**	**Sig.(2-tailed)**	**Mean difference**	**Std.Error difference**
Pay(JSS)	Equal variance assumed	0.344	58	0.732	0.367	1.067

There is no statistically significant difference between working mothers and working fathers in terms of 'Pay' under the domain of Job Satisfaction.
Hence, the null hypothesis is accepted.

Scale		**t**	**df**	**Sig.(2-tailed)**	**Mean difference**	**Std.Error difference**
Promotion (JSS)	Equal variance assumed	-0.626	58	0.533	-0.700	1.117

There is no statistically significant difference between working mothers and working fathers in terms of 'Promotion' under the domain of Job Satisfaction.
Hence, the null hypothesis is accepted.

Scale		**t**	**df**	**Sig.(2-tailed)**	**Mean difference**	**Std.Error difference**
Supervision (JSS)	Equal variance assumed	-0.337	58	0.737	-0.333	0.989

There is no statistically significant difference between working mothers and working fathers in terms of 'Supervision' under the domain of Job Satisfaction.
Hence, the null hypothesis is accepted.

Scale		t	df	Sig.(2-tailed)	Mean difference	Std.Error difference
Fringe Benefit (JSS)	Equal variance assumed	0.706	58	0.483	0.700	0.992

There is no statistically significant difference between working mothers and working fathers in terms of 'Fringe Benefit' under the domain of Job Satisfaction
Hence, the null hypothesis is accepted.

Scale		t	df	Sig.(2-tailed)	Mean difference	Std.Error difference
Contingent Reward (JSS)	Equal variance assumed	1.359	58	.179	1.433	1.055

There is no statistically significant difference between working mothers and working fathers in terms of 'Contingent Reward' under the domain of Job Satisfaction.
Hence, the null hypothesis is accepted.

Scale		t	df	Sig.(2-tailed)	Mean difference	Std.Error difference
Operating Condition (JSS)	Equal variance assumed	-3.156	58	0.003	-2.467	0.782

There is a statistically significant difference between working mothers and working fathers in terms of 'Operating Condition' under the domain of Job Satisfaction.
Hence, the null hypothesis is rejected.

Scale		t	df	Sig.(2-tailed)	Mean difference	Std.Error difference
Coworkers (JSS)	Equal variance assumed	2.725	58	0.008	2.567	0.942

There is a statistically significant difference between working mothers and working fathers in terms of 'Coworkers' under the domain of Job Satisfaction.
Hence, the null hypothesis is rejected.

Scale		t	df	Sig.(2-tailed)	Mean difference	Std.Error difference
Nature of work (JSS)	Equal variance assumed	0.246	58	0.793	0.300	1.137

There is no statistically significant difference between working mothers and working fathers in terms of 'Nature of work' under the domain of Job Satisfaction.
Hence, the null hypothesis is accepted.

Scale		t	df	Sig.(2-tailed)	Mean difference	Std.Error difference
Communication(JSS)	Equal variance assumed	0.551	58	0.584	0.500	0.908

There is no statistically significant difference between working mothers and working fathers in terms of 'Communication' under the domain of Job Satisfaction.
Hence, the null hypothesis is accepted

Scale		t	df	Sig.(2-tailed)	Mean	Std.Error

					difference	**difference**
Total JSS	Equal variance assumed	0.416	58	0.679	2.267	5.455

There is no statistically significant difference between working mothers and working fathers in terms of 'Total Job Satisfaction'.
Hence, the null hypothesis is accepted.

Scale		**t**	**df**	**Sig.(2-tailed)**	**Mean difference**	**Std.Error difference**
Locus of Control	Equal variance assumed	-0.569	58	0.571	-0.567	0.995

There is no statistically significant difference between working mothers and working fathers in terms of 'Locus of Control'.
Hence, the null hypothesis is accepted.

Scale		**t**	**df**	**Sig.(2-tailed)**	**Mean difference**	**Std.Error difference**
Conflict (CPRS)	Equal variance assumed	0.943	58	0.350	1.300	1.379

There is no statistically significant difference between working mothers and working fathers in terms of 'Conflict' under the Child Parent Relationship Scale.
Hence, the null hypothesis is accepted.

Scale		t	df	Sig.(2-tailed)	Mean difference	Std.Error difference
Closeness(CPRS)	Equal variance assumed	1.669	58	0.100	2.733	1.637

There is no statistically significant difference between working mothers and working fathers in terms of 'Closeness' under the Child Parent Relationship Scale.
Hence, the null hypothesis is accepted**.**

Source: Primary Data

DISCUSSION:

This study explores whether gender-based differences exist between working mothers and fathers in key areas such as job satisfaction, locus of control, and the parent-child relationship. As traditional gender roles continue to shift, both at work and at home, this research aims to understand how these changes are reflected in personal and professional experiences. Using descriptive statistics, normality checks, and independent samples t-tests, the study examines similarities and differences across various job satisfaction domains, perceptions of control, and emotional dynamics with children. By comparing the experiences of working mothers and fathers, this study offers insights into the growing balance of responsibilities and evolving workplace expectations in contemporary society.

In terms of **Pay**, no significant gender differences were found. this current findings are consistent with the research of Sloane and Williams (2000), who found that when men and women are in similar job roles, gender does not significantly predict differences in pay satisfaction. Regarding **Promotion**, no significant gender differences were found in satisfaction levels, aligning with Ellickson and Logsdon (2002), who emphasized that structured and transparent promotion policies reduce the influence of gender on perceived fairness, indicating progressive organizational practices or equitable promotion in the organizational setup. For **Supervision**, the findings indicated equal satisfaction between working mothers and fathers. This supports the findings of Brough and Frame (2004), who noted that both genders value supportive and competent

supervision. Similarly, reinforcing the idea that modern organizational leadership may be evolving toward more gender-inclusive managerial practices. The domain of **Fringe Benefits** also showed no significant gender-based differences. This supports Okpara's (2004) findings, which suggest that satisfaction with benefits is more closely tied to company policy and benefit structure than to gender, indicating that both working mothers and fathers likely had access to similar organizational benefit schemes. In the area of **Contingent Rewards**, shows no significant difference., According to a study by Spector (1997), satisfaction in this domain is closely related to organizational practices rather than individual characteristics like gender. However, significant gender differences were observed in two specific domains: **Operating Conditions** and **Coworker Relationships**. In the case of **Operating Conditions**, working fathers reported significantly higher satisfaction compared to working mothers. This finding resonates with Hochschild's (1989) concept of the "second shift," which posits that women, even when employed full-time, often bear a disproportionate share of household responsibilities, making their overall work environment more stressful or less favorable. This highlights the ongoing challenges faced by working mothers in balancing professional and domestic roles. Similarly, a significant difference was noted in **Coworker Relationships**, where working fathers reported greater satisfaction. This may be due to greater inclusion or stronger workplace integration experienced by men. Kottke and Agars (2005) found that women often encounter subtle forms of exclusion or interpersonal bias in the workplace, which may lead to lower coworker satisfaction and aligns with the trend observed in this study. For **Nature of Work**, no gender-based difference in satisfaction was found, which is consistent with the findings of Judge et al. (2001), who suggested that satisfaction with the content and characteristics of a job is more dependent on the nature of the tasks themselves than on gender. For the domain of **Communication** also showed no significant gender difference, aligning with studies such as those by Smidts et al. (2001), which suggest that internal communication practices affect all employees. Similarly, regardless of gender, particularly when organizations adopt transparent and inclusive practices. Lastly, in the domain of **Total Job satisfaction,** there is no significant difference between working fathers and mothers aligns with recent trends in workforce gender equality.

The present findings show no significant differences in **Locus of Control** between working mothers and working fathers, illustrating that gender does not affect the way people view control over their life and results. These findings support Judge et al. (2002), who emphasized that locus

of control is better understood as a part of a more general personality framework known as self-evaluation. Their studies show that, together with self-esteem and self-efficacy, consistent individual personality traits, not demographic factors like gender, underlie locus of control. This supports the theory that whether a person feels in control of their life is more about their personal ideas, experiences, and psychological makeup than about being male or female. Modern dual-income homes and companies are increasingly being navigated by both mothers and fathers on challenging duties requiring initiative, judgment, and managing of many responsibilities. Over time, these shared challenges could inspire similar concepts in personal control and responsibility, regardless of gender. Moreover, more than gender by itself, educational background, life experiences, and exposure to encouraging situations seem to be more relevant in establishing one's locus of control. Thus, the absence of a gender difference in this domain not only confirms previous research but also underlines the evolving criteria around identity, family, and work, where control over one's life is recognized as a universal human condition rather than a gendered one.

In terms of the **Parent-Child Relationship**, the study found no significant differences between working mothers and fathers in the areas of closeness and conflict within the parent-child relationship. This suggests that both parents, regardless of gender, are engaging in emotional bonding an with their children at relatively similar levels. Such a finding reflects the growing recognition of fathers as emotionally present and actively involved caregivers, rather than just secondary or peripheral figures in a child's life. This aligns closely with the work of Pleck (2012), who emphasizes the importance of paternal involvement in modern parenting. His research argues that fatherhood today involves much more than financial support or discipline it includes emotional availability, nurturing behavior, and day-to-day interaction. As societal expectations of fathers have shifted, more men are participating in caregiving and emotional labor, contributing to a more balanced parent-child dynamic that mirrors that of mothers. Pleck also highlights how father involvement contributes significantly to children's emotional development and well-being, reinforcing the idea that fathers are just as capable as mothers in fostering close relationships with their children. This broader, more inclusive view of parenting supports the findings of the present study, where both mothers and fathers report similar levels of closeness and conflict, likely due to shared responsibilities and emotional investment in their children’s lives. These results underscore an important cultural transition toward co-parenting, where the quality of the parent-child

relationship is no longer dictated by traditional gender roles but is shaped by mutual commitment, involvement, and emotional connection from both parents.

This study offers meaningful insights into the evolving dynamics of gender roles in both the workplace and family settings. It underscores that while working mothers and fathers are experiencing increasing similarities in many areas of their professional and personal lives, certain distinctions persist. The overall pattern suggests that gender is becoming less of a defining factor in how individuals perceive their control over life circumstances and how they engage in relationships with their children. At the same time, the presence of specific workplace-related differences, particularly in interpersonal and environmental aspects, points to the need for continued attention to organizational structures and cultural expectations that may still place uneven burdens on working mothers. These findings reinforce the importance of cultivating inclusive workspaces that not only support equal opportunities for career advancement and satisfaction but also accommodate the diverse needs of all employees, regardless of gender. Furthermore, the balanced involvement of both mothers and fathers in parenting, as reflected in the emotional closeness and conflict dimensions, highlights a shift towards shared caregiving responsibilities. This indicates an equal sense of emotional closeness with their children.

CHAPTER 9: CONCLUSION

CONCLUSION:

The findings of this study show that gender roles among working parents are slowly but steadily becoming more balanced in many important areas of life. Both working mothers and fathers seem to be experiencing similar levels of job satisfaction, control over their life decisions, and emotional connection with their children. This is an encouraging sign that traditional gender-based expectations—where men were mostly seen as breadwinners and women as primary caregivers—are changing. Fathers are now more involved at home, not just financially but emotionally and relationally as well. At the same time, mothers are continuing to thrive in their professional roles and receiving support from their workplaces and peers.However, the study also points out that some differences still remain, particularly in the area of operating conditions at work. Working mothers may still face more challenges in balancing job demands with home responsibilities or may have less flexible work environments compared to fathers. These differences highlight that, although progress is being made, more needs to be done to ensure fair treatment and equal support for both genders in the workplace. Organizations and policymakers should focus on creating more inclusive environments that acknowledge the unique needs of working mothers without assuming that fathers do not share similar responsibilities.This study provides useful insights into the ongoing shift in gender dynamics, especially among working parents. It shows that while we are moving towards a more equal and shared experience in both work and family life, there are still areas that require improvement. Future research and workplace policies can build on these findings to support gender equality and promote the well-being of all working parents.

CHAPTER 10:

IMPLICATIONS OF THE STUDY

IMPLICATION OF THE STUDY:

The findings of the research provide significant insight for promoting gender equality in the dynamics of the family and the workplace. The need for more supportive policies aimed at working mothers is highlighted by the greater job satisfaction levels expressed by working fathers, especially when it comes to connections with coworkers and working circumstances. Women's professional experiences can be greatly improved by establishing inclusive workplaces that ensure equitable treatment, promote teamwork, and boost general working circumstances. Moreover, an encouraging move toward more balanced parenting responsibilities is shown by the comparable patterns of closeness and conflict in parent-child relationships between fathers and mothers. This pattern shows that both parents are becoming more involved in raising their kids, indicating the importance of initiatives that actively encourage shared parenting roles. The similar locus of control scores for men and women also imply that both sexes feel similarly in control of life's circumstances. This research backs up the usage of uniform mental health support networks, which enable practitioners to provide the same stress-reduction techniques and counseling approaches to people of any gender. Fathers are becoming increasingly emotionally invested in their children's lives, according to the study, which further breaks established gender roles. This change in paternal involvement signifies a significant change in the responsibilities that men play in providing care, and it needs to be encouraged by societal movements, educational programs, and media representations that advance inclusive and modern understandings of family relationships. Finally, the findings indicate the significance of developing inclusive workplace regulations that take into account the requirements of every worker. These findings should be used by HR departments to put measures into place that support gender equity in professional relationships and working circumstances. This will improve work-life balance and job satisfaction for both men and women.

CHAPTER 11:

LIMITATIONS & FUTURE SCOPE OF THE STUDY

LIMITATIONS OF THE STUDY:

1. Small Sample Size: The study was conducted on a limited number of participants, which restricts the generalizability of the findings. A small sample may not fully capture the diverse experiences of working parents from various backgrounds, professions, and regions.

2. Use of Self-Report Measures: The data was collected through self-report questionnaires, which can be influenced by personal biases. Participants may respond in socially desirable ways rather than providing honest answers, potentially affecting the accuracy of the results.

5. **Geographical and Cultural Limitation:** If the sample was drawn from a specific region or cultural group, the findings may not be applicable to other populations with different cultural norms or work-family expectations. Cultural values play a significant role in shaping parenting styles and workplace experiences.

FUTURE SCOPE OF THE STUDY

Based on the findings of the current study, there are several meaningful directions in which future research can expand:

1.**Sector-Based Comparative Studies:** Future research may explore sector-specific comparisons (e.g., government vs. private sector, or formal vs. informal employment), as organizational policies and work culture may differently affect satisfaction levels and parenting roles across various professional settings.

2. Inclusion of a Larger and More Diverse Sample: Future studies can expand the sample size to include participants from various regions, age groups,and cultural backgrounds. A more diverse sample would allow for broader generalizations and a deeper understanding of how demographic variations influence job satisfaction, locus of control, and parent-child relationships.

3.Exploring the Role of Flexible Work Arrangements: Considering evolving workplace models, particularly hybrid or remote work environments, future research could examine how such arrangements impact parental involvement and job satisfaction across genders, and whether these contribute to narrowing the gender gap in workplace experience.

4. Qualitative and Mixed-Method Approaches: While this study utilized quantitative methods, future research could adopt qualitative or mixed-method approaches to gain deeper, context-specific insights. Personal narratives and in-depth interviews could shed light on how gender expectations and social roles influence day-to-day experiences in the workplace and at home.

5. Exploration of Additional Variables: Future research could incorporate other psychological and sociological variables such as perceived stress, emotional intelligence, social support, coping mechanisms, and marital satisfaction. Studying these variables alongside the existing constructs may offer a more holistic picture of working parents' well-being and interpersonal dynamics.

6. Comparative Studies Across Cultures or Countries: Cross-cultural or international comparative studies could shed light on how cultural norms, economic development, and government policies shape gender roles in the workplace and within the family. Such research would help identify culturally specific versus universal patterns in job satisfaction and parenting behavior.

CHAPTER 12:

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CHAPTER 13: APPENDIX

APPENDIX A: CONSENT FORM

CONSENT FORM

Dear participant,

I hope you are doing well.My name is Purbita Biswas, and I am a postgraduate student of Applied Psychology at Sister Nivedita University. As part of my academic curriculum, I am conducting a research study examining psychological aspects of working parents.

Your participation in this study will involve completing three standardized questionnaires, followed by a brief set of additional questions. The total estimated time required for participation is approximately 15–20 minutes. Your contribution to this research is highly valued and will provide meaningful insights into the study's objectives.

Here are some key information:

Voluntary Participation: Your involvement in this study is entirely voluntary.
Right to Withdraw: You are free to withdraw from the study at any time, without any consequences.
No Risks Involved: There are no potential risks or harm associated with your participation.
Confidentiality Assured: All information provided will be kept strictly confidential and used solely for academic purposes. Any findings published will ensure that your identity remains anonymous.

For further questions or concerns, please feel free to contact me at **purbitabiswas2002@gmail.com**

Thank you for your time, consideration, and valuable contribution to this research.

I have read and understood the information provided above. I voluntarily agree to participate in this study.

Name of participant:

Signature:

Date:

APPENDIX B: DEMOGRAPHIC DETAILS

DEMOGRAPHIC DETAILS

Name:

Age:

Gender:

Residence:

Religion:

Nationality:

Mother Tongue:

Educational qualification:

Occupational status:

Socioeconomic status:

Presence of any physical illness (if yes, mention in details along with duration):

Presence of any psychological illness (if yes, mention in details along with duration):

Other personal information:

1. What are your hobbies?

2. What is your total weekly working hours?

3. Approximately how many hours per week do you spend:
   - On yourself?
   - With your spouse?
   - With your child?
   -With your family

4. In which sector do you work?

APPENDIX C: KUPPUSWAMY SCALE

FORM-1

Please select the most appropriate option in each category:

(A) Education of the Head of the Household:

☐ Post-graduate or Professional Degree

☐ Graduate Degree

☐ Higher Secondary Certificate

☐ High School Certificate

☐ Middle School Certificate

☐ Literate but less than Middle School

☐ Illiterate

(B) Occupation of the Head of the Household:

☐ Professional

☐ Semi-Professional

☐ Arithmetic Skill Jobs

☐ Skilled Worker

☐ Semi-Skilled Worker

☐ Unskilled Worker

☐ Unemployed

(C) Family Income per Month (in Rs.)
(Please mention the amount or select the appropriate range)

☐ 64184 & above
☐ 32092 - 64183
☐ 24069 - 32091
☐ 16046 - 24068
☐ 9627 - 16045
☐ 3241 - 9626
☐ 3240 & below

APPENDIX D: JOB SATISFACTION SURVEY

FORM-2

Kindly read the following statements carefully. Based on your personal perspective and experiences, indicate your level of agreement or disagreement by selecting the appropriate category in the table provided.Be as honest as possible. Feel free to ask if you have any concerns.

Sl.no		Disagree very much	Disagree modeartely	Disagree slightly	Agree slightly	Agree moderately	Agree Very much
1.	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6

17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this organization are not clear to me.	1	2	3	4	5	6
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6
23	There are few rewards for those who work here.	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my coworkers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

APPENDIX E: ROTTER'S LOCUS OF CONTROL SCALE

FORM-3

Please read the following statements carefully and select the one that best reflects your opinion for each question. Your responses should be based on your personal perspective and experiences.

1. a. Children get into trouble because their patents punish them too much.

b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.

b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world

b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries

5. a. The idea that teachers are unfair to students is nonsense.

b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.

b. Capable people who fail to become leaders hive not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.

b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality

b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.

b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

b. Many times exam questions tend to be so unrelated to course work that studying in really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.

b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.

b. It is not always wise to plan too far ahead because many things turn out to- be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.

b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.

b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

b.Getting people to do the right thing depends upon ability. Luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.

b. By taking an active part in political and social affairs the people can control world events**.**

18. a**.** Most people don't realize the extent to which their lives are controlled by accidental happenings.

b. There really is no such thing as "luck."

19. a. One should always be willing to admit mistakes.

b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.

b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.

b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.

b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.

b. There is a direct connection between how hard 1 study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.

b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.

b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.

b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.

b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.

b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.

b. In the long run the people are responsible for bad government on a national as well as on a local level.

APPENDIX F: CHILD-PARENT RELATIONSHIP

FORM-4

Kindly read the following statements carefully. Based on your personal perspective and experiences, indicate your level of agreement or disagreement by selecting the appropriate category in the table provided.Be as honest as possible. Feel free to ask if you have any concerns.

Sl.no		Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
1	I share an affectionate, warm relationship with my child.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
2	My child and I always seem to be struggling with each other.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
3	If upset, my child will seek comfort from me.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
4	My child is uncomfortable with physical affection or touch from me.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
5	My child values his/her relationship with me.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
6	When I praise my child, he/she beams with pride.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
7	My child spontaneously shares information about himself/herself.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
8	My child easily becomes angry at me.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
9	It is easy to be in tune with what my child is feeling.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
10	My child remains angry or is resistant after being disciplined.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
11	Dealing with my child drains my energy.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
12	When my child is in a bad mood, I know we're in for a long and difficult day	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
13	My child's feelings toward me can be unpredictable or can change suddenly.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
14	My child is sneaky or manipulative with me.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies
15	My child openly shares his/her feelings and experiences with me.	Definitely does not apply	Not really	Neutral not sure	Applies Somewhat	Definitively applies